

Philosophy Major 2018-2019

Learning Outcome #1: Goal 1: “Read philosophical texts with understanding, insight, and critical rigor” was assessed.

Assessment Measures / Methods	Target / Benchmark	Results	Action Taken
Assessment 1 (direct): Phil 490 capstone thesis.	100% of students are graded Yes (on a Yes or No standard).	Target was not met with 1 out of 2 students (50%) graded as Yes.	No action taken.
Assessment 2 (indirect): Phil 490.	100% of students receive a grade of C or higher.	Target was not met with 1 out of 2 students receiving a grade of C or higher.	

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Learning Outcome #2: "Write a soundly researched, well-argued, and well-written philosophical paper" was assessed.

Assessment Measures / Methods	Target / Benchmark	Results	Action Taken
Assessment 1 (direct): Phil 490 capstone thesis.	100% of students are graded Yes (on a Yes or No standard).	Target was not met with 1 out of 2 students (50%) graded as Yes.	The department is considering requiring a library session so that students learn how to use the Philosopher's Index and other academic resources effectively.
Assessment 2 (indirect): Phil 490.	100% of students receive a grade of C or higher.	Target was not met with 1 out of 2 students receiving a grade of C or higher.	

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Learning Outcome #3: "Formulate and defend their thoughtful and rationally defensible philosophical views, both orally and in writing" was assessed.

Assessment Measures / Methods	Target / Benchmark	Results	Action Taken
Assessment 1 (direct): Phil 490 capstone thesis.	100% of students are graded Yes (on a Yes or No standard).	Target was not met with 1 out of 2 students (50%) graded as Yes.	The department is considering whether, for some students, it would be best for faculty to select their capstone projects for them, to help students avoid, among other recurrent problems, unmanageably broad topics.
Assessment 2 (indirect): Phil 490.	100% of students receive a grade of C or higher.	Target was met with 1 out of 2 students receiving a grade of C or higher.	

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Discussion

Outcomes 1, 2, and 3: Despite recent departmental attempts to improve student performance on the capstone, there remains a strong sense that many students need robust mentoring. The department discussed whether, for some students, it would be best for faculty to select their capstone projects for them, to help students avoid, among other recurrent problems, unmanageably broad topics. Also, the department is considering requiring a library session so that students learn how to use the Philosopher's Index and other academic resources effectively. The assessment program was deemed to be valuable and sustainable.